

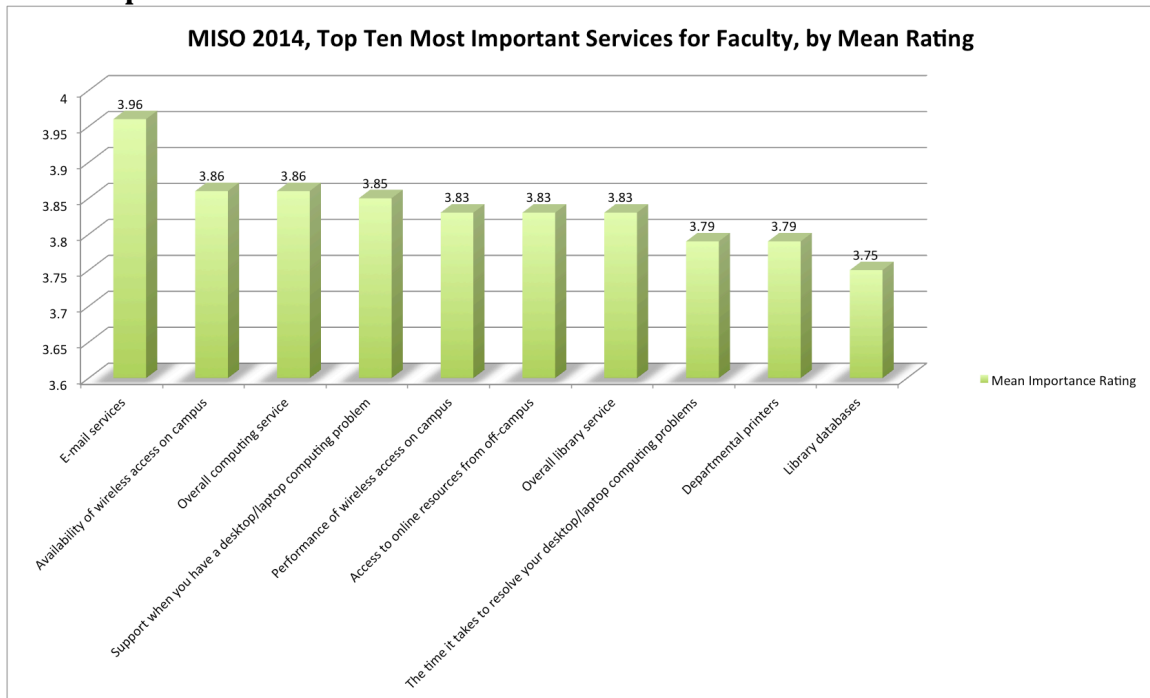
2014 MISO Faculty Survey

Key Trends and Takeaways

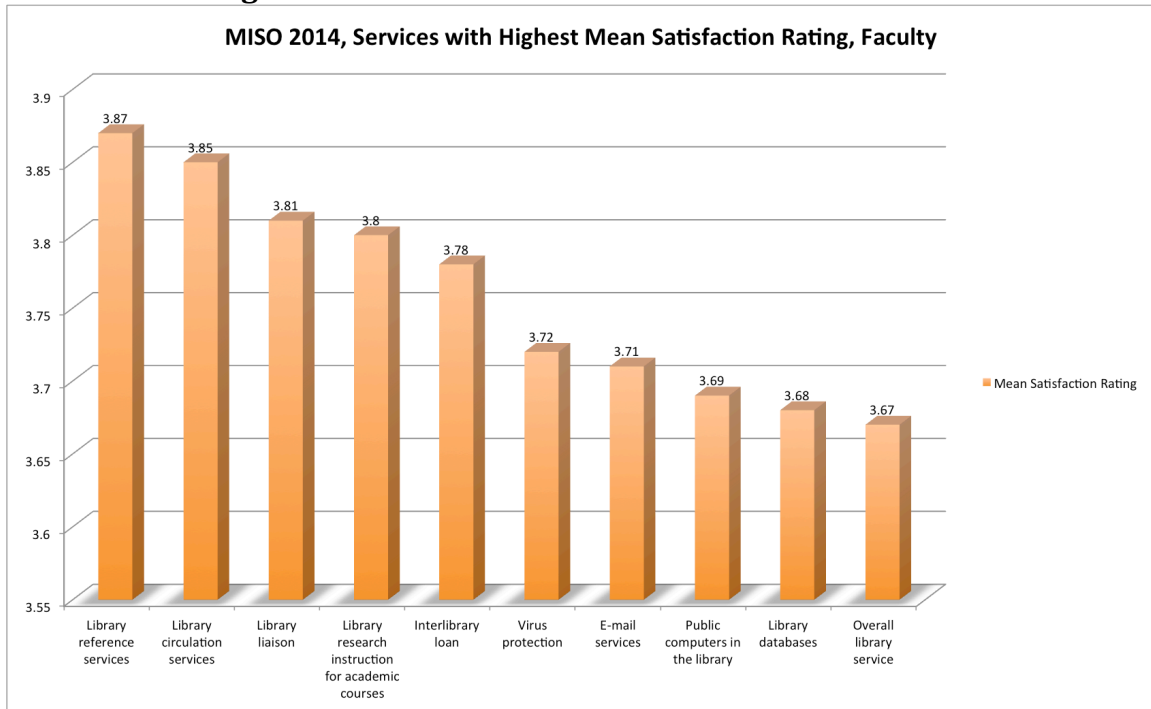
- Faculty gave a high satisfaction rating to all services provided; all services received a mean score of higher than 3, or “somewhat satisfied.”
- Faculty also gave high ratings for Information Services staff attributes (friendly, knowledgeable, reliable, responsive) in all areas (reference, circulation, IT Service desk, etc.). The average response for the four attributes, for all IS staff areas, was higher than 3 (or “somewhat agree” that the staff met a given quality).
- Faculty reported increases over 2012 in the importance of digital image collections (a mean increase of 9.21 percent) and research instruction (8.05 percent), two areas of priority for Information Services. (It is important to note that the category of “digital image collections” was among the lowest-rated services overall in terms of importance; nevertheless, its rating has increased.) Further, faculty mean importance ratings for digital image collections were higher than those of a comparison group of liberal arts colleges (means of 2.61 versus 2.3, respectively); similarly, the mean research instruction score was also than that of the comparison group (means of 3.22 and 2.87, respectively).
- Faculty named “information security” as a key topic about which they felt least informed, with 71.19 percent saying they felt either “not informed” or only “somewhat informed.” Other related areas about which faculty said they were either “not informed” or “somewhat informed” include issues regarding computer viruses and spyware (66.04 percent), privacy issues related to technology (67.79 percent) and data backup solutions (64.41 percent).
- A significant number of faculty respondents, 54.24 percent, reported that they felt either “not informed” or only “somewhat informed” about copyright and fair use. Similarly, 66.95 percent said they were either “not informed” or only “somewhat informed” about whom to contact for copyright and fair use needs.
- Faculty reported two instructional technology-related topics as areas about which they would like to learn more. For “technology in meeting spaces/classrooms,” 59.63 percent said they would be “interested” or “very interested” in learning more, an 11.62 mean increase over 2012. Also, 56.76 percent of faculty said they would either be “interested” or “very interested” in learning more about Moodle. Further, the faculty mean score of 2.63 for interest in learning about Moodle was 0.42 higher than that of a comparison group of liberal arts colleges. Other instructional technology topics scored higher for faculty than the comparison group as well, including the mean importance of instructional technology support (3.44 for Connecticut College versus 3.04 for the comparison) and the mean interest in learning about technology in meeting spaces and classrooms (2.83 versus 2.45, respectively).

- Faculty interest in learning about graphics software increased over 2012 by a mean of 14.42 percent; interest in Web design software, by 13.57 percent. Faculty mean interest also increased in learning about audio/video editing software (10.86 percent), spatial analysis/GIS software (10.19 percent), and mathematics or statistics software (9.47 percent). Further, mean faculty interest in learning about database software and audio/video editing was significantly higher than those of a comparison group of liberal arts colleges (means of 2.13 versus 1.61, respectively, for database software, and means of 2.45 versus 2.09, respectively, for audio/video editing software).

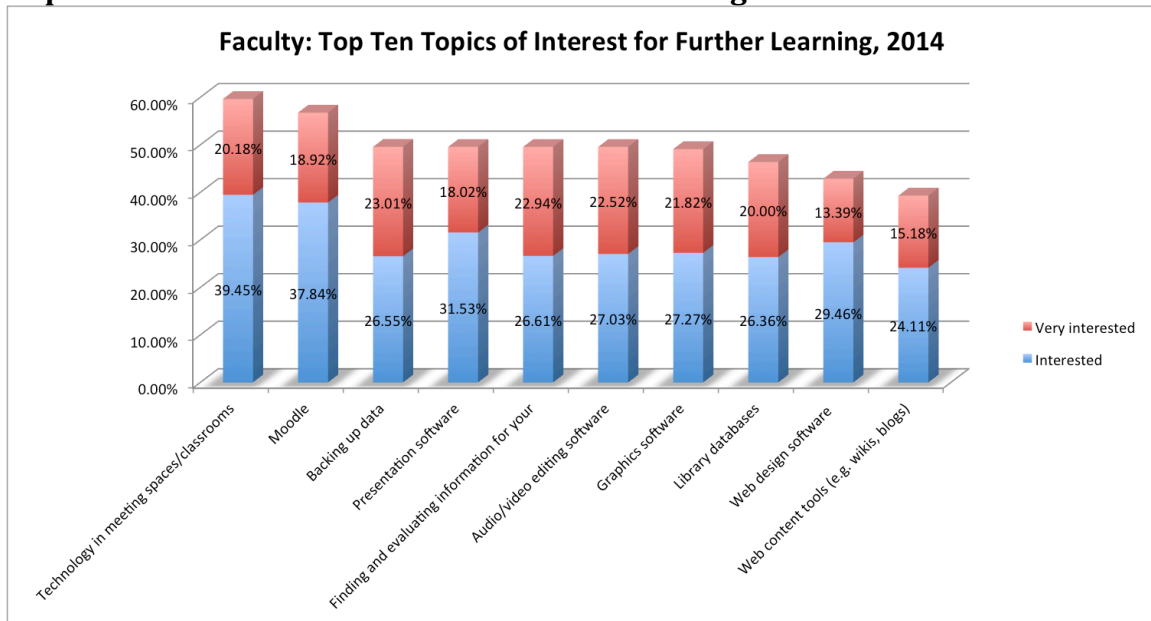
Most Important Services



Services with Highest Satisfaction

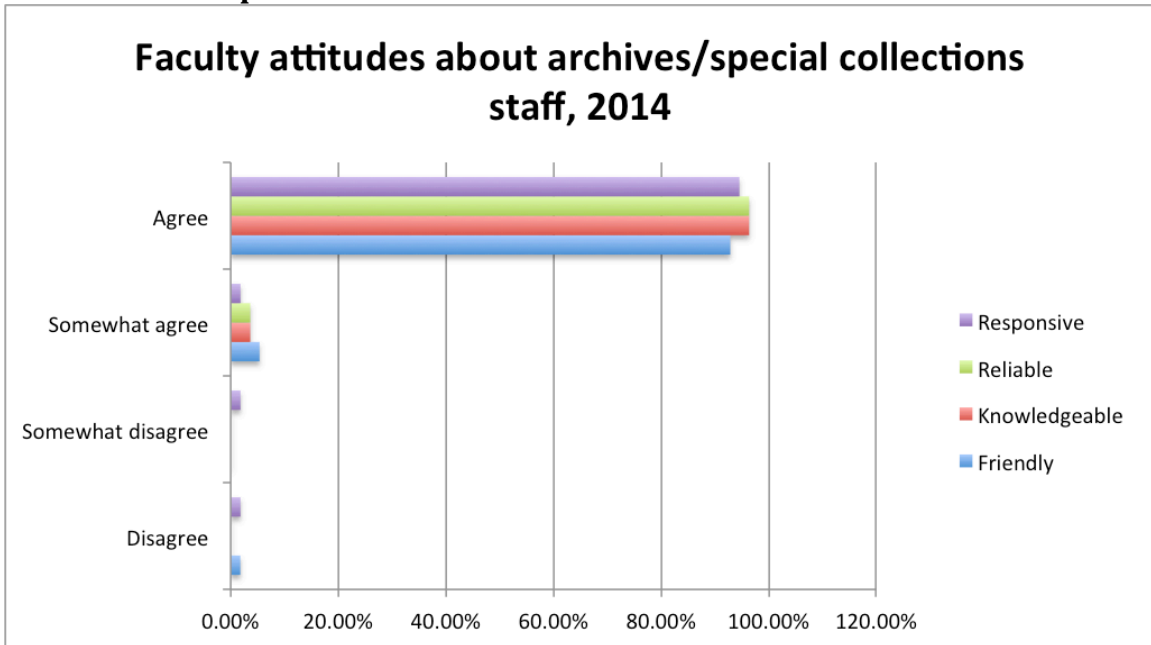


Topics of Greatest Interest for Additional Learning

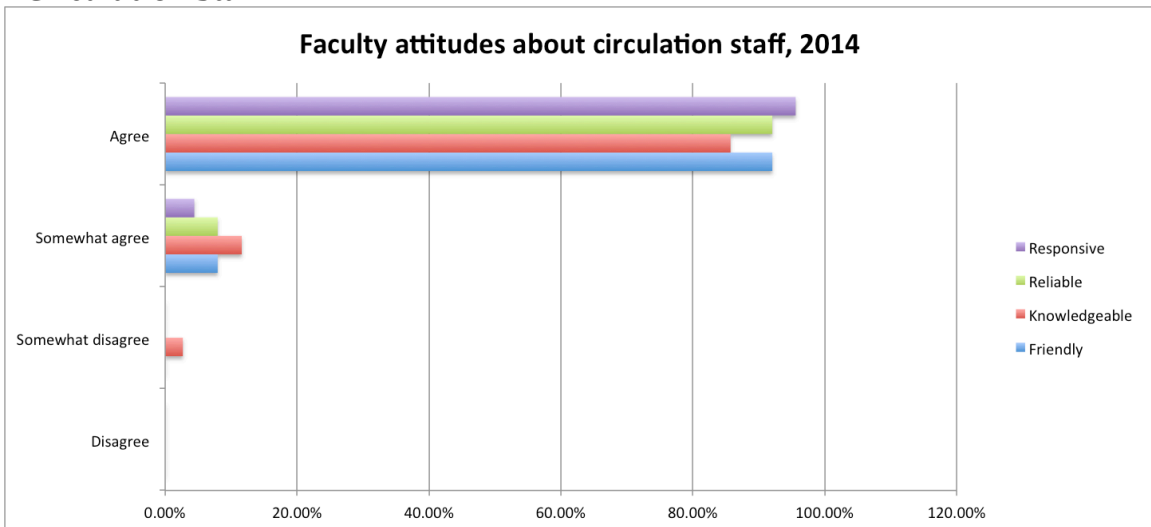


Attitudes About Information Services Staff

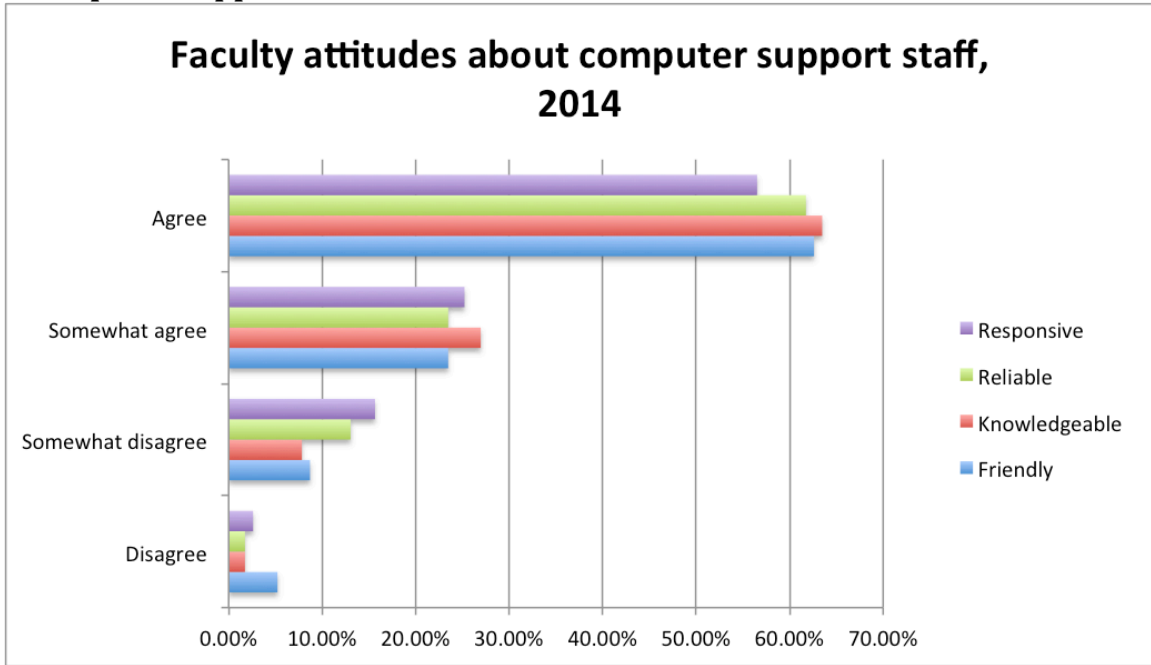
• Archives and Special Collections Staff



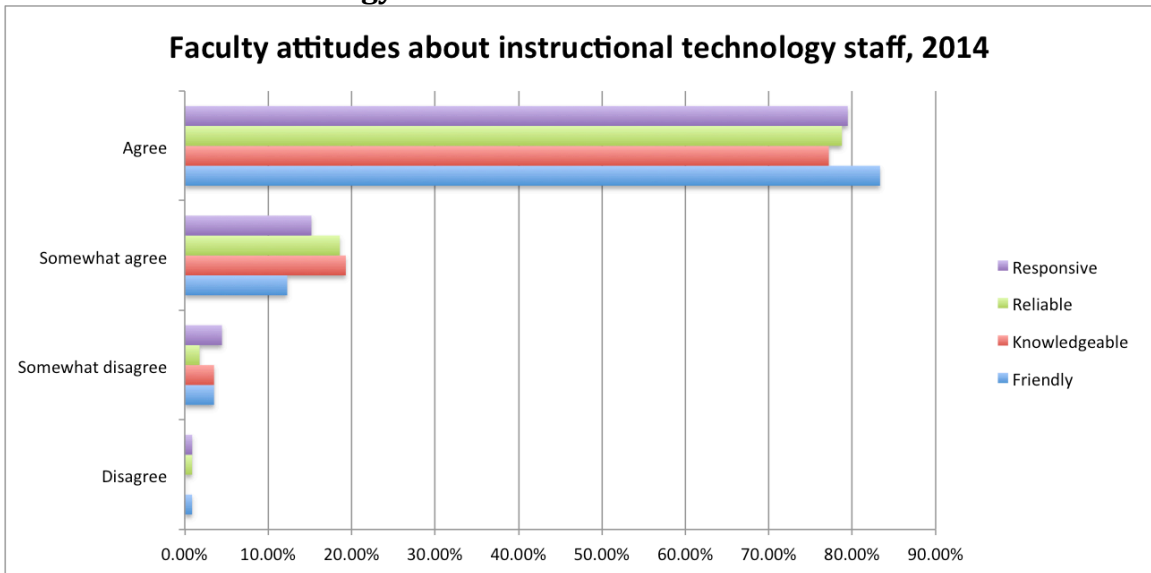
• Circulation Staff



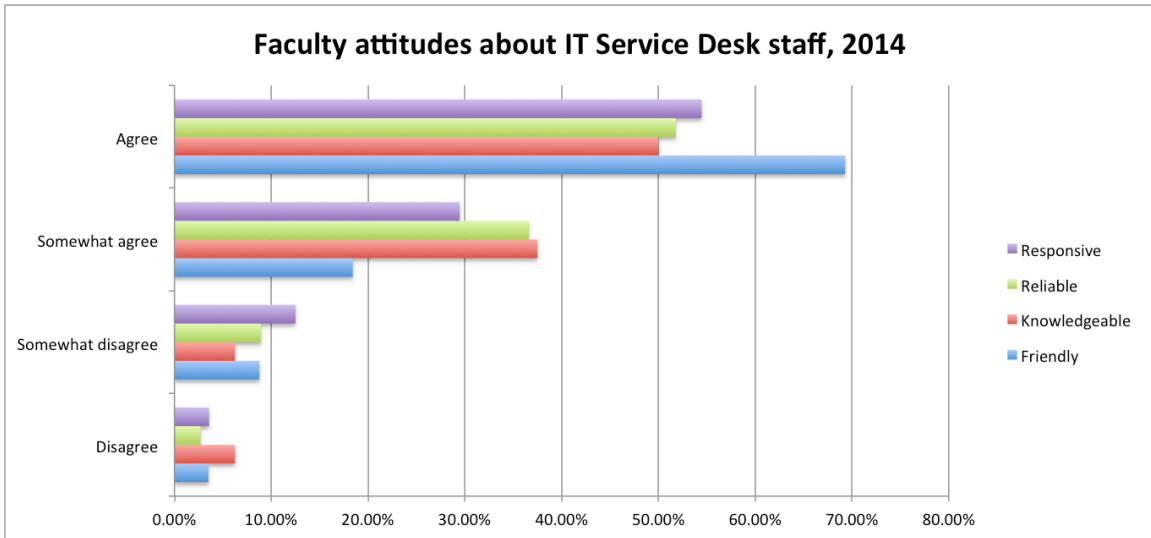
• **Computer Support Staff**



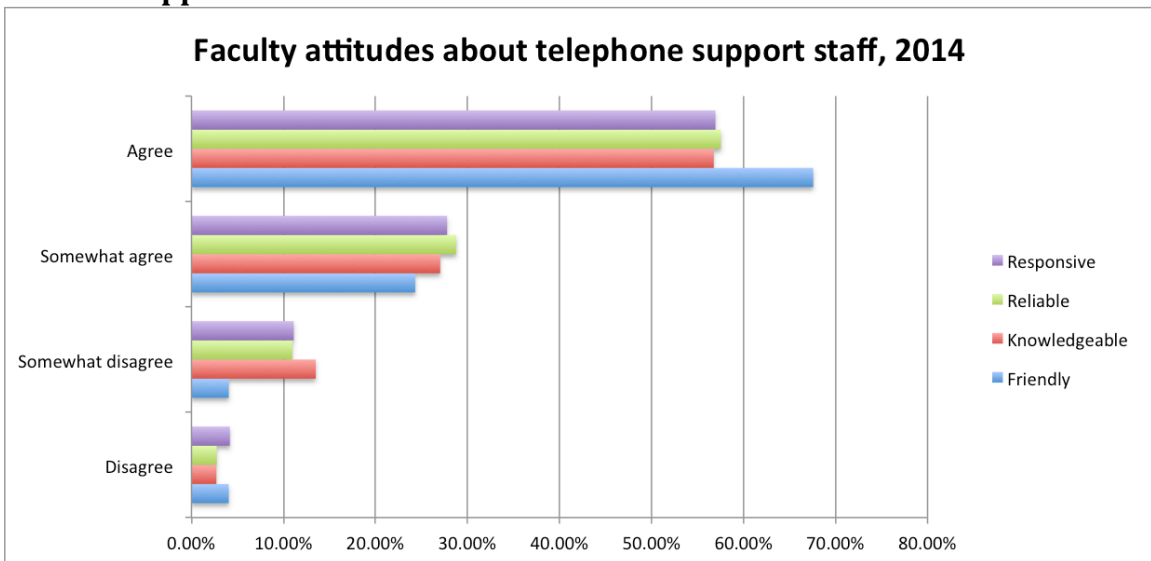
• **Instructional Technology Staff**



• IT Service Desk Staff



• Phone Support Staff



• Reference Staff

